HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM (HEMIS)

Report on Higher Education 2081/082 B.S (2024/025 A.D.)
Bardiya Multiple Campus, Bansgadhi-08, Laxman, Bardiya
Lumbini Province, Nepal

Submitted to:

UNIVERSITY GRANTS COMMISSION (UGC)
Sanothimi, bhaktapur
Https://ugcnepal.edu.np

Prepared by:

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MESSAGE FROM CHAIRMAN

As the chairman of Bardiya Multiple Campus (BMC), I would like to thank UGC for its immense support in every aspect for our institutions. BMC has been receiving different kinds of financial support from different organizations, however the regular support by the UGC has upgraded this campus economically and academically. Since we are determined and committed to foster educational environment, to enhance quality education, the initiation for the campus to be digitally developed will obviously help to move a step forward. As we know it is vital to keep the record for any institution to be transparent. We hope it will make the operation of campus ease and effective. The process of digitalization will support to enhance quality education in the academic sector and it will speed up the administrative functions as well. As we continue to grow and evolve, we remain committed to our mission of fostering innovation, integrity, and inclusivity in education. We would like to request all public, stakeholders, teachers to join hands with us in building a brighter future for our students and our community. Once again thank all the family of UGC for your continuous support. We ensure to follow every process.

Mr.Sundar Kumar Dhakal

MESSAGE FROM CAMPUS CHIEF

BMC, established in 2008 (2065 BS) is a non-profitable community campus. This campus was founded by the joint efforts of public, parents, government and non-government institutions. Their contribution for establishing this campus is invaluable. This campus is running BBS and B.Ed with the aim of producing high-quality human resources. It is full-fledged with its own land, facilitated buildings, decorated classrooms, furniture, library, ICT lab, playground etc. The main objective of the campus is to produce high quality civilized resources, and establish Bansgadi Municipality as an educational hub, to promote the marginalized, indigenous and backward society educationally.

Since its establishment, it has been supported by the public, government and non-government institutions. However, University Grant Commission Nepal (UGC Nepal) has become the main guardian, supporter and donor for this campus. UGC has been continuously supporting financial and physical grants. We are really grateful to the incredible support of UGC. The grant received for the establishment of Higher Education Management System under the NEHEP program for digitalization work performance for the F/Y 2024/25 AD is really a step for the millstone of this campus. Efforts are being made to prepare and publish reports incorporating the campus's physical, financial, educational, administrative, and statistical data in this system. This is the first publication of this sort of report. With the establishment of the digitalization system in this campus, the campus administration expresses full confidence that all the learned teachers of this campus will be successful in conducting quality teaching and learning activities. All the students are encouraged to make maximum use of this auspicious opportunity.

Mr. Chandra Prasad Jaisi

ACKNOWLEDGEMENT

This report presents the detail of all aspects of this campus. It has included detail of student's number, gender, ethnicity etc. according to the faculties and years for the FY 2080/81. It is very sincere to say that this minimal step for digitalization the campus is really a great work which is only possible through the concept of UGC to digitalize all the campuses. The report also includes the qualifications, personal details and information of the teaching and non-teaching staff of this campus. Similarly, the details of the campus's physical assets such as land, buildings, classrooms,furniture, laboratories, equipment have been specified based on sufficient evidence and facts, The presented data in this report will also be presented to the UGC and Tribhuwan Universitythrough the active dynamic website established in this campus. Thus, this report will function as the mirror and provides the required data for anyone who likes to be familiar with this campus. It is possible only through the help of UGC Nepal under the NEHEP program.

We would like to thank and express our sincere gratitude to the UGC for its great support to establish HEMIS. We are equally grateful to all the teachers, staffs and our well-wishers to help in preparation of this report. We are really thankful to DebugSoft who helped in creating and designing HEMIS Software.

ABBREVIATION

CDN	Content Delivery Network
DERs	Digital Educational Resources
DNF	Digital Nepal Framework
DAAS	Device as a Service
HEMIS	Higher Educational Management Information System
GoN	Government of Nepal
HEIs	Higher Educational Institutions
HEMIS	Higher Education Management Information System
ICT	Information and Communication Technology
IoT	Internet of Things
M&E	Monitoring and Evaluation
MOEST	Ministry of Education, Science and Technology
MOHP	Ministry of Health and Population
MP	Master Plan
NEHEP	Nurturing Excellence in Higher Education Program
NHEP	National Higher Education Program
OER	Open Education Resources
RA	Result Areas
SDGs	Sustainable Development Goals
SOPG	Standards, Operational Policies and Guidelines
SaaS	Software as a Service
TU	Tribhuvan University
UGC	University Grants Commission
VLE	Virtual Learning Environment
VR	Virtual Reality

SUMMARY

This short report is prepared by campus to submit it to the University Grant Commission,Sanothimi Bhaktapur. It includes the statistical description of level,faculties,program,students'enrollment condition, pass rate, graduated student's status, GPI status, campus's financial condition, student-teacher ratio etc. In short, the report includes the academic, physical development, financial and social status of the campus.

1. Academic Status:

The campus was established with Education Faculty in 2009 AD (2065 BS), the Management Faculty was affiliated to TU in 2014AD (2070 BS),

The detail of students is given in the table below.

Table 1

Detail of Students

S.N.	Programme	First Year	Second Year	Third Year	Fourth Year	Total
1.	BEd	27	28	26	22	103
2.	BBS	38	62	31	41	172

2. Physical Condition:

The campus is physically sound. It covers 8-00-00 bighas of land. There are 5 buildings: namely Administrative Building -1and Academic Building-4.The classrooms are sufficient enough as per the student's number.Motorcycle stand,bicycle stand, boys and girls separate toilets,drinking water shade are other physical properties of this campus.Other physical assets includes150 sets desks and benches,Table 12 sets and chairs 10 sets,plastic chairs 40 sets, cupboard, bookshelf, cabinet, office tables. The campus owns some other physical properties such as 2 sets computer table, 2sets bookshelves,8 desktop, 3 laptops, 2 printer, 2 multi-projector, 2 Wi-Fi router and some others. The campus has installed CCTV within its premises for its security issues.

3. Financial Status:

The main source of the income is student's fee. Some other sources of income are the institutional grant, bank interest on fixed deposit and others. The total income for the FY 080/081 was Rs.60,02,790.05 and the expenditure was Rs.76,73,626.98. The data show the critical situation to run the campus in the days to come.

4. Social Status:

The area where this campus is situated is very sound calm and peaceful little bit away from the locality. It is located in Bansgadhi Municipality-8, Bardiya.

The municipality is mainly populated with different Janajatis and marginalized people. This area is mainly occupied by Tharu Janajati people who are economically and educationally disadvantaged ones.

The area is also occupied by socially backward, Freed-Kamaiya, Mukta Kamlahari, Dalit, Badi, Muslim and so many others who are also economically and socially disadvantaged. Since the establishment of this campus, it has been supported by the public in every aspect. More than 350 parents have donated economically, and they have been respected as the life-long member of the campus assembly. The social relation with the communities is going on better and better, and hoped the same in the future.

5. Strengths:
- As the campus is located very closed to the East-West Highway, every facility for students is easily available.
- The campus is directly linked with Hulaki Highway, as a result, it is easily accessible for students from different area as well. This means, it has great contribution for educating society.
- The campus is physically sound. There is no any lack of physical facilities.
- Experienced and qualified teachers are dedicated towards their profession. The campus environment is homely and friendly.

6. Challenges:
- The main challenge is the drop out of students due to the trend of going abroad.
- The regularity of students' attendance is decreasing.
- The limited income and excessive expense has created problem for all-round development.
- Lack of full time lecturer, it is difficult to regularize the academic activities.
- Due to lack of complete wall boundary around campus premises, the security problem is prevailing.
- Students in rural area depend on library for books but there is lack of text books.

7. Future Plan:
- Proper management of scholarship distribution in future.
- Construction of multi-purposed building for generating income.
- Appointment of full time lecturers.

It is hoped that the campus will receive positive suggestions from all who are directly or indirectly concerned. UGC has been standing as the main guardian for its all-round development.

We hope the same support and cooperation in the future as well.

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Section 1: Introduction

1. Institutional Information

Campus Name:	Bardiya Multiple Campus
Address:	Bansgadhi Municipality- 08, Laxmana, Bardiya, Lumbini Province, Nepal
Contact No.:	9779858070805, 9848717429
Email:	bardiyamc2065@gmail.com
Website/ URL:	https://bardiyamc.edu.np/
Chair person:	Sundar Kumar Dhakal
Contact Person:	Chandra Prasad Jaisi
Post:	Campus Chief
Est. Date:	2065
Affiliation:	Tribhuwan University
Level:	Bachelor
Program:	Bachelor in Education and Bachelor in BBS
Subjects:	Education and Business Studies

Bardiya Multiple Campus, established in 2065 B.S., is located in Bansgadhi Municipality- 08, Laxmana, Bardiya, Lumbini Province, Nepal. Affiliated with Tribhuwan University, the campus offers both Bachelor's level programs in Education and Business Studies. The academic programs include Bachelor in Education (B.Ed.) and Bachelor in Business Studies (BBS).

The campus is chaired by Sundar Kumar Dhakal, Chandra Prasad Jaisi serving as the Campus Chief. For more information, the campus can be contacted at +977 9858026260 or 9858070805, via email at bardiyamc2065@gmail.com, or through their website https://bardiyamc.edu.np/.

Bardiya Multiple Campus
Bansgadhi Municipality, Bardiya

FACT SHEET

General Information of Campus

Campus Name: Bardiya Multiple Campus

Affiliating University: Tribhuvan University(TU)

Address: Laxmana, Bardiya Lumbini Province, Nepal

Province: Lumbini, **District:** Bardiya

Local Level: Bansgadhi Municipality

Campus Phone/Email: / bardiyamc2065@gmail.com

Campus Chief Name: Chandra Prasad Jaisi

Campus Chief Contact No: 9858026960,

Campus Chief Email: bardiyamc2065@gmail.com

Landline Phone: null

Focal Person: Ram Krishna Tharu

Focal Person Email/Phone: rkckakaura@gmail.com / 9848717429

Offered Faculty and Programs

Faculty:
a). Management   b). Education
Level:
a). Bachelor
Offered Programs:
a). Bachelor in Business Studies   b). Bachelor in Education

Summary Report of Enrolled Students

S.No.	Program	Level	Gender		
			Male	Female	Total
1	Bachelor in Business Studies	Bachelor	42	130	172
2	Bachelor in Education	Bachelor	26	77	103
Total			68	207	275

Summary Report of Teaching Staff by Gender

2

S.No.	Post	Gender		
		Male	Female	Total
1	Professor	0	0	0
2	Reader	0	0	0
3	Lecturer	15	6	21
4	Asst. Lecturer	0	0	0
5	Instructor/Teaching Assistant	0	0	0
6	Other	0	0	0
	Grand Total	**15**	**6**	**21**

Summary Report of Non-Teaching Staff by Gender

S.No.	Post	Gender		
		Male	Female	Total
1	Other	2	0	2
2	Ass. Accountant	1	0	1
	Grand Total	**3**	**0**	**3**

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Campus Chief

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UGC Representative

1.1. About Reports

This Completion Report is prepared after successfully completing the project for the "Establishment and Implementation of web-based Higher Education Management Information System (HEMIS) Software under the UGC directives for Digitalization of higher education as per the notice of the Guideline of UGC. The UGC has set a goal to establish and implement a centralized, integrated, comprehensive, web-based Higher Education Management Information System (HEMIS) at campuses to be integrated with the HEMIS established in the University Grants Commission (UGC) via the University. The system's architecture is envisioned to centralize and streamline data from affiliated campuses, enabling UGC to determine and allocate grants more efficiently.

The HEMIS Software is a user-friendly, multithreading, multiuser, comprehensive, dynamic, scalable, visually appealing, interoperable, and secure web-based software application under the latest platform as suggested in the guidelines by the UGC. After inputting the data of the concerned sectors of higher education, like students' enrollment, Teaching staff, Non-teaching staff, upgrades, and graduation by academic year by gender, faculty, level, and so on, to manage digital records and carry out informed decisions with the help of this system.

Section 2: Campus level, Program, Faculty

2. Academic Programs

Bardiy Campus currently offers two main academic programs that cater to the interests and career goals of students. These are the **Bachelor in Education (B.Ed.)** and the **Bachelor in Business Studies (BBS)**. Both programs are designed to provide theoretical knowledge as well as practical skills in their respective fields.

The figure below shows the levels, faculties, and programs offered on the campus. Currently, two faculties are in operation: Bachelor's in Business Studies and Bachelor's in Education. The system also includes an option to add new faculties in the future.

Table 1: Level, Faculty and Programs

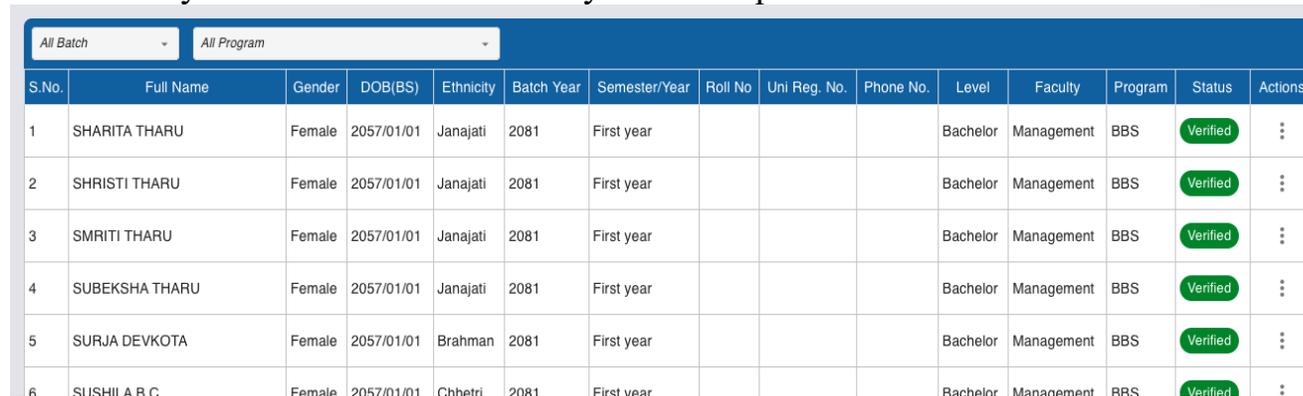| S.No.	Program Name	Level	Faculty
1	Bachelor in Business Studies (BBS)	Bachelor	Management
2	Bachelor in Education (B.Ed)	Bachelor	Education

Section 3: Student Enrolment

3. Student Enrolment

In the Bardiya Multiple Campus, there are total of 275 students are enrolled, with 207 females and 68 males. The Business Studies program has172 students, and the Education program has 103. The details reports of the student enrollments has been showing in the subtopics of the reports.

3.1. Student Enrollment/Registration Detail

Student Enrollment/Registration Detail Report By F.Y/Batch: Name (Full), Roll No, District, Local Level, ethnicity, Gender, Age, Batch Year, Faculty, Level, and Program, and many more details are presented in various reports etc.

The detail information of each student will be recorded in the enrollment. The part of the key information of the system is presented below for instance.

S.No.	Full Name	Gender	DOB(BS)	Ethnicity	Batch Year	Semester/Year	Roll No	Uni Reg. No.	Phone No.	Level	Faculty	Program	Status	Actions
1	SHARITA THARU	Female	2057/01/01	Janajati	2081	First year				Bachelor	Management	BBS	Verified	⋮
2	SHRISTI THARU	Female	2057/01/01	Janajati	2081	First year				Bachelor	Management	BBS	Verified	⋮
3	SMRITI THARU	Female	2057/01/01	Janajati	2081	First year				Bachelor	Management	BBS	Verified	⋮
4	SUBEKSHA THARU	Female	2057/01/01	Janajati	2081	First year				Bachelor	Management	BBS	Verified	⋮
5	SURJA DEVKOTA	Female	2057/01/01	Brahman	2081	First year				Bachelor	Management	BBS	Verified	⋮
6	SUSHILA B.C.	Female	2057/01/01	Chhetri	2081	First year				Bachelor	Management	BBS	Verified	⋮

Figure 1: Students enrollment details

The HEMIS system provides an opportunity to input data for the actual enrollment of students at the campus. The table above displays key information of enrolled student such as Full Name, Gender, Ethnicity, Date of Birth, Batch Year, Semester/Year, Roll Number, University Registration Number, Phone Number, Level, Faculty, Program, and more. The various data of enrolled students is presented in various type of report as suggested in the reporting guideline.

3.2. Total number of students by faculty, level, program, and gender

In total, Phulbari Campus serves **275 students**, with a significant female majority, reflecting the campus's inclusive approach to higher education.

Under the **Faculty of Management**, the campus runs the **Bachelor in Business Studies (BBS)** program. This program has a total enrollment of **172 students**, comprising **42 male** and **130 female** students. It aims to provide foundational and applied knowledge in business and management practices.

The **Faculty of Education** offers the **Bachelor in Education (B.Ed.)** program, which is the most populated program on campus. A total of **103 students** are enrolled, including **26 male** and **77 female** students.

Table 2. Total number of students by Faculty and gender

S.No.	Faculty	Gender				
		Male	Female	Other	GPI	Total
1	Management	42	130	0	3.10	172
2	Education	26	77	0	2.96	103
	Grand Total	68	207	0	3.04	275

- In *Bachelor in Business Studies*, there are **24 males**, **56 females**, and a **GPI of 2.33**, indicating that there are more than twice as many females as males.
- In *Bachelor in Education*, there are **37 males**, **126 females**, and a **GPI of 3.41**, indicating even higher female representation.

3.3.   Total students by faculty, level, program, and ethnicity

In terms of ethnicity, Others represent the largest group with 78 students, followed by Brahman (62), Dalit (68), Others (78), Tharu (28), Chhetri (2), Madhesi (4), and Muslim (1). The data highlights a notable gender imbalance and ethnic diversity across both programs.

S.No.	Program Name	Gender					Ethnicity								
		Male	Female	Others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Business Studies	42	130	0	3.10	172	27	4	0	0	117	0	5	19	172
2	Bachelor in Education	26	77	0	2.96	103	15	6	1	0	52	0	2	27	103
	Grand Total	68	207	0	3.04	275	42	10	1	0	169	0	7	46	275

Table 3. Total number of students by Faculty and ethnicity

3.4.   Total number of students by program and gender

A total of 243 students are enrolled across two bachelor-level programs: Business Studies under the Faculty of Management and Education under the Faculty of Education. The given table presents enrollment data for two bachelor-level programs: BBS under the Faculty of Management and Bachelor in Education under the Faculty of Education.

Figure 2: Total number of students by Program and Gender
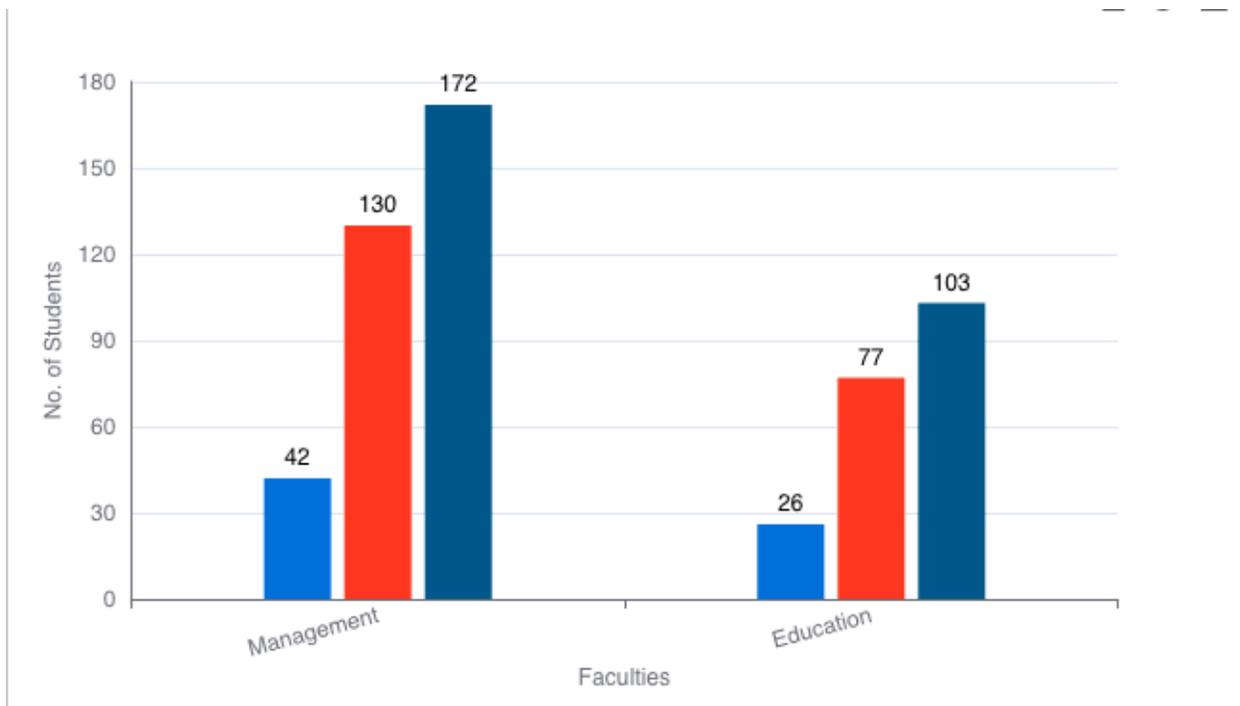
The above bar graph presents the male, female, and total students enrolled in two academic programs: B.Ed. and BBS. In the B.Ed. program, there are 37 male students and 126 female students altogether 163 students.

In the BBS program, the trend is similar but with smaller enrollment numbers overall. There are 25 male students and 56 female students, totaling 81 students. Again, female students outnumber male students.

3.5. Total students by program, ethnicity, and gender

Phulbari Campus has a total of **243 students** enrolled across two programs: **Bachelor in Business Studies (BBS)** and **Bachelor in Education (B.Ed.)**. Among them, **62 are male** and **182 are female**, with no students identifying as other genders.

The student body reflects a diverse ethnic composition. The largest groups are from the **Dalit (68)** and **Others (79)** categories, followed by **Brahman (62)** and **Tharu (28)**. Smaller representations include **Muslim (1)**, **Madhesi (4)**, and **Chhetri (2)**. Notably, there are no students categorized under **Janajati** in the current

Table 4. Total number of students by Program, ethnicity, and gender

S.No.	Program Name	Gender					Ethnicity								
		Male	Female	Others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Business Studies	42	130	0	3.10	172	27	4	0	0	117	0	5	19	172
2	Bachelor in Education	26	77	0	2.96	103	15	6	1	0	52	0	2	27	103
	Grand Total	68	207	0	3.04	275	42	10	1	0	169	0	7	46	275

3.6. Number of students by faculty and gender

The campus currently operates two faculties: **Education** and **Management**. The bar chart below illustrates the number of students enrolled in each faculty, categorized by gender (male and female), along with the total student count. There are 62 female and 207 Male students studying on the campus currently under the two programs of the education and management faculty.
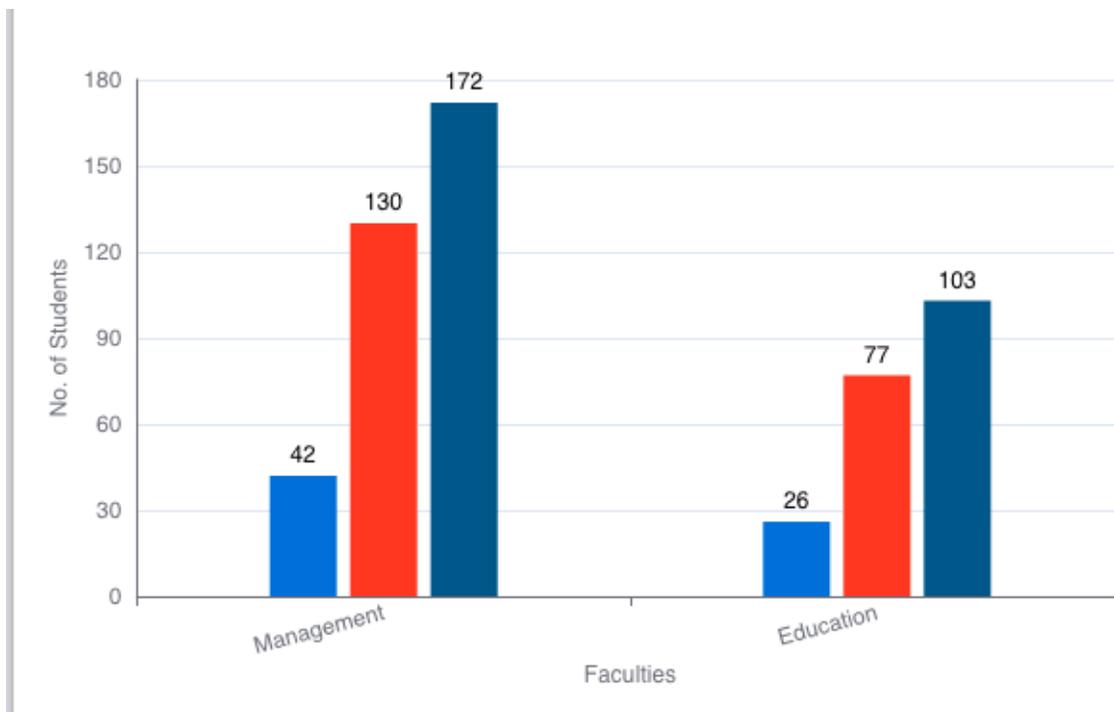
Figure 3: Total number of students by faculty

As of the graph, there are 25 male students and 56 female students, totaling 81 students in the Management Faculties and 37 male students and 126 female students, totaling 163 students in the Management Faculties.

3.7.   Students by level and Gender

The Phulbari Campus offers the Bachelor level only. There are two faculties are actives in the campus which are Management and Education. At the **Bachelor level**, there are **62 male** and **182 female** students, making a **total of 244 students**. The number of females significantly exceeds that of males at this level.
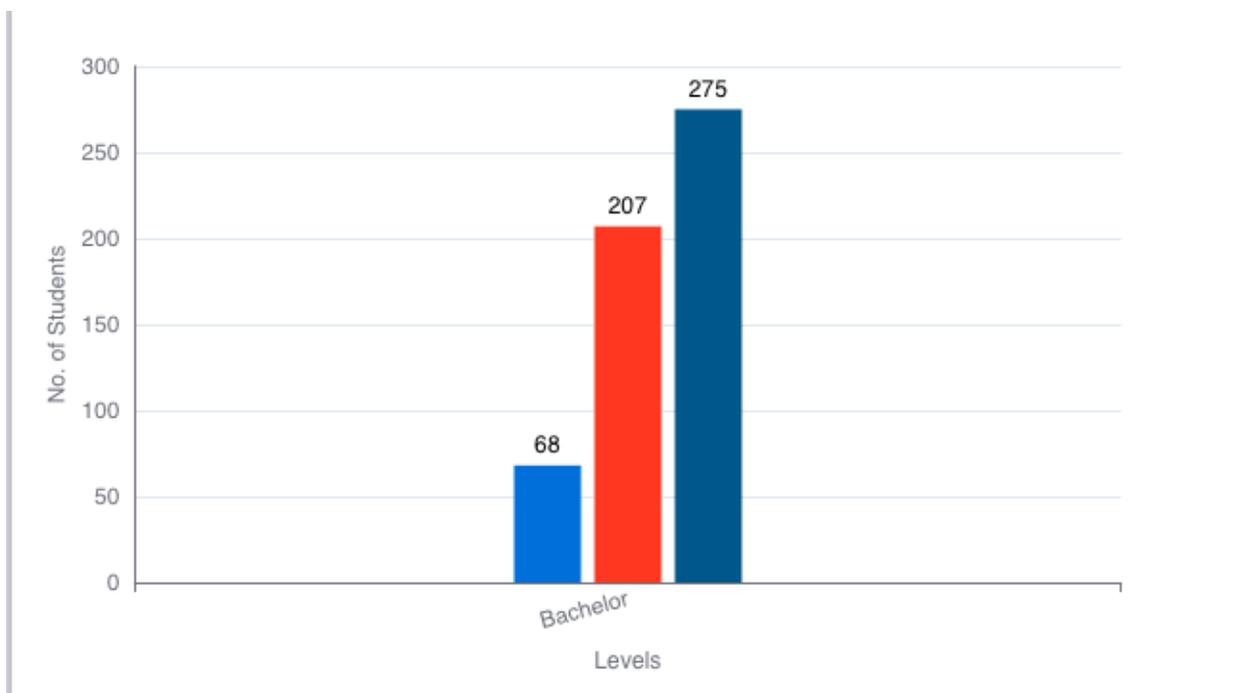
Figure 4: Total number of students by level and gender

3.8. District-wise Enrollment

Table 5 shows that all **244 students** enrolled at Phulbari Campus are from the **Kailali district**. Of the total, **62 are male** and **182 are female**.

Table 5: Total number of students by District, ethnicity, and gender

S.No.	District	Gender				EDJ	Caste Ethnicity							
		Male	Female	Other	Total		Brahman	Chhetri	Madhesi	Dalit	Muslim	Tharu	Janajati	Others
1	Bardiya	68	207	0	275	0	42	46	7	10	1	0	169	0

In terms of **ethnic composition**, the largest group of students falls under the **"Tharu" category (79)**, followed by **Brahman (68)**, **Chhetri (62)**, and **Dalit (28)**. Smaller groups include **Janajati (4)**, **Others (2)**, and **Madhesi (1)**. There are **no students** recorded under the **Muslim** or **EDG (Economically Disadvantaged Groups)** categories in this dataset.

3.9. Students by province, ethnicity, and gender

The analysis of students by province, ethnicity, and gender shows a highly concentrated enrollment pattern at Phulbari Campus. All 244 students comprise 81 in the Bachelor in Business Studies and 163 in the Bachelor in Education. All the students are from **Sudurpashchim Province**, with **no representation from other provinces** such as Koshi, Madhesh, Bagmati, Gandaki, Lumbini, or Karnali.

Table 6. Students by province, ethnicity and gender

S.No.	Program	Koshi	Madhesh	Bagmati	Gandaki	Lumbini	Karnali	Sudurpashchim	Total
1	Bachelor in Business Studies	0	0	0	0	172	0	0	172
2	Bachelor in Education	0	0	0	0	103	0	0	103
	Grand Total	0	0	0	0	275	0	0	275

Section 4: Pass Rate

4. Student appeared in the exam and passed rate

The "Bachelor in Business Studies and Bachelor in Education" program had no candidates appear, resulting in a 0% pass rate across all categories

Table 7: Students' pass rate by program

S.No.	Program	Total Appeared students in Exam				Total passed Students				Pass Percent (%)			
		Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
1	Bachelor In Business Studies	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00
2	Bachelor In Education	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00
	Grand Total	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00

The HEMIS has fully functional module for "Dropout, Graduation, Pass Rate" as guided by UGC. However, we have not yet implemented all the feature because of time constraint. We are ensure that we will fully implement these features as suggested by UGC which is already available in HEMIS as per guideline.

Section 5: Graduate and Dropout Information

5. Student's graduation and dropout information

The report shows the Graduate information of the campus. The report shows the number of students got who graduated from the Campus in a particular fiscal year and their distribution by gender and ethnicity. There are tabulated reports related to graduation information. There are a number of graduate students by gender and ethnicity available in the HEMIS.

5.1. Number of graduated students by gender

The number of students who graduated in a particular fiscal year in the Phulbari Campus is presented in the table below. The number of graduated students by gender is presented in the table below.

Table 8: Number of graduated students by Gender

S.No.	Program	Gender			
		Male	Female	Other	Total
	Grand Total	0	0	0	0

The HEMIS has fully functional module for "Dropout, Graduation, Pass Rate" as guided by UGC. However, we have not yet implemented all the feature because of time constraint. We are ensure that we will fully implement these features as suggested by UGC which is already available in HEMIS as per guideline.

5.2. Number of graduated students by ethnicity

The number of students who graduated in a particular fiscal year in the Phulbari Campus is presented in the table below with their ethnical distribution.

Table 9: Total number of graduated Students by Caste Ethnicity

S.No.	Program	Ethnicity							
		Chhetri	Brahman	Janajati	Muslim	Madhesi	Dalit	Tharu	Total
	Grand Total	0	0	0	0	0	0	0	0

The HEMIS has fully functional module for "Dropout, Graduation, Pass Rate" as guided by UGC. However, we have not yet implemented all the feature because of time constraint. We are ensure that we will fully implement these features as suggested by UGC which is already available in HEMIS as per guideline.

5.3. Dropout

This section shows the student dropout summary by gender and ethnicity in a particular fiscal year in a particular program. The student left the college and didn't attend in exam of a particular year/semester, considered as dropout students.

5.4. Number of students dropout by faculty and level

The both faculties are belongs to Bachelor Level. The total number of dropouts across both programs is 8, with a higher dropout rate among female students (5) compared to male students (3). No individuals identifying as "Others" are reflected in the data. Within the faculties, the dropout rate in the Bachelor in Education

program is slightly higher for females (3) compared to males (1). However, in the Bachelor in Business Studies program, dropout numbers are evenly distributed between genders (2 males and two females)

Table 10: Number of dropout students in different program by gender

S.No.	Program	Gender			
		Male	Female	Other	Total
No Dropout Students					

The HEMIS has fully functional module for "Dropout, Graduation, Pass Rate" as guided by UGC. However, we have not yet implemented all the feature because of time constraint. We are ensure that we will fully implement these features as suggested by UGC which is already available in HEMIS as per guideline.

5.5. Number of dropout students by ethnicity

The same number of students left campus in a particular program by ethnicity is presented in the report below. The total number of dropouts across both programs is 9, with a higher dropout rate in BBS students (5) compared to BEd students (3).

Table 10: Number of dropout students in different program by ethnicity

S.No.	Program	Ethnicity								
		Chhetri	Brahman	Janajati	Muslim	Madhesi	Dalit	Tharu	Others	Total
No students										

The HEMIS has fully functional module for "Dropout, Graduation, Pass Rate" as guided by UGC. However, we have not yet implemented all the feature because of time constraint. We are ensure that we will fully implement these features as suggested by UGC which is already available in HEMIS as per guideline.

Section 6: Gender Parity Index (GPI)

6. Gender Parity Index

The **Gender Parity Index (GPI)** is a statistical measure used to assess the relative access and participation of males and females in a particular educational context. Typically, it is expressed as a ratio:

The Formula for GPI is as below:

GPI = Number of females enrolled or attaining a certain level/Number of males enrolled or attaining that same level

A GPI value close to **1.0** indicates parity between genders, whereas values below or above 1.0 suggest disparities:
GPI helps in understanding whether policies are successfully addressing gender imbalances. Data-driven insights from GPI can guide targeted interventions, such as scholarships, support programs, and outreach efforts. Educational authorities use GPI to monitor progress towards gender equality goals and to set benchmarks for improvements.

The GPI index by program, level, and faculty is shown in the table below.

6.1. Overall GPI in Enrollment Record
The GPI of the campus by program is presented in the table below.

S.No.	Faculty	Gender				
		Male	Female	Other	GPI	Total
1	Management	42	130	0	3.10	172
2	Education	26	77	0	2.96	103
	Grand Total	68	207	0	3.04	275

Table 11. GPI index of the campus by program
The more female students studying on our campus is based on the calculated GPI shown in the above table. The higher number of female students studying in the Education faculty compared to the Management faculty. A GPI of 2.33 shows that the campus has a significantly higher proportion of female students compared to male students. In other words, nearly three female students are enrolled for every one male student.

Section 8: Teachers and Staff
7. Teaching and Non-Teaching Staff
Phulbari Campus has a total of 20 staff, including teaching and Non-teaching staff. The Non-teaching staff is categorized by Technical staff and Administrative staff. The report shows the staff record from different perspectives of the reporting as Gender, Qualification, Ethnicity, joining type, Post, Categories, and etc.

7.1. Teaching Staff
All the teaching staffs detail of our campus is presented in the table below. The teaching members' details are summarized by the post, joining type, and gender.

7.1.1. Total number of teachers by ethnicity and gender

Out of a total of 13 teachers, **male teachers dominate with 11 individuals**, while only **2 are female**, and there is **no representation of other gender identities**. In terms of ethnicity, **Brahmans represent the largest group with 7 teachers**, followed by **Chhetris with 3**, **Tharus with 2**, and **Others with just 1**. Most Brahman teachers are employed under contract and part-time positions, whereas Chhetris and Tharus are primarily in contract and part-time roles, with no permanent or temporary placements.

Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Brahman	2	1	0	3	0	0	0	0	0	0	0	0	6	5	0	11	14
Tharu	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Chhetri	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	6	6

Table 12. Total no of Teachers by ethnicity and gender

7.1.2. Total number of teachers and Staff by position, job type and gender

The institution employs a total of 13 teaching staff across various job types and positions. Among them, there are 2 permanent male lecturers. There are no temporary staff in any category. Under contract positions, there are 6 males and 1 female serving as Assistant Lecturers/Teaching Assistants, along with 1 male lecturer. Additionally, part-time roles include 3 males and 1 female Assistant Lecturer/Teaching Assistant. No other genders are represented in the data. Overall, the teaching staff comprises 11 males and 2 females.

Table 103: Total number of teaching staff by position, job type and gender

Post	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Lecturer	2	1	0	3	0	0	0	0	0	0	0	0	13	5	0	18	21

7.1.3. Teaching staff according to their qualification

The table below shows the facts as explained in it. The table displays the academic qualifications of 13 teaching staff members across four faculties: Education, Humanities, Management, and Management/Education. All teachers hold a Master's degree, with no qualifications at the PGD, Bachelor's, MPhil, or PhD levels. The Education faculty has the highest number of Master's degree holders with 8 teachers, followed by Management and Management/Education with 2 each, and Humanities with 1. This indicates that all teaching staff are qualified at the Master's level, ensuring a consistent standard of education across faculties.

Table 114: Teaching staff according to their qualification

Level	Male	Female	Others	Total
Master	15	6	0	21
Grand Total	15	6	0	21

7.1.4. Summary of the teachers by their teaching faculty in the collage

The data in the table shows the distribution of teaching faculty across two departments: Education and Management. In the Education department, there are 7 male and 2 female teachers, totaling 9 faculty members. The Management department has 4 male teachers and no female or other gender representations, making a total of 4. Overall, there are 13 teachers in total 11 male and 2 female with no individuals identified as other genders.

Table 125. Teachers by their teaching faculty in the campus

S.No.	Faculty	Gender				Total Students	STR (Student / Teacher)
		Male	Female	Others	Total		
1	Humanities & Social Science	0	0	0	0	0	0.00
2	Management	4	0	0	4	172	43.00
3	Science and Technology	0	0	0	0	0	0.00
4	Education	8	4	0	12	103	8.58
	Grand Total	12	4	0	16	275	17.19

7.1.5. Summary of teachers according to their position

The table summarizes the teaching staff based on their positions. There are 3 Lecturers, all of whom are male. The position of Assistant Lecturer/Teaching Assistant includes 8 male and 2 female faculty members, making a total of 10. Altogether, the institution has 13 teaching staff members, 11 male and 2 female, with no representation from other gender categories.

Table 136: Teachers according to their position

S.No.	Position	Male	Female	Others	Total
1	Lecturer	15	6	0	21
	Total	15	6	0	21

7.1.6. Teachers by Departments

The summary shows the distribution of teachers across two departments. The Department of Education has a total of 10 teachers, including 8 male and 2 female faculty members. The Department of Management has 3 male teachers and no female or other gender representation. Overall, there are 13 teachers in total 11 male and 2 female, across both departments.

Table 147: Teachers by Departments

S.No.	Department	Male	Female	Others	Total Teachers
1	Education	9	4	0	13
2	Management	6	2	0	8
	Total	15	6	0	21

7.2. Non-teaching Staff

All the non-teaching staffs working in our campus is presented in the table below. The non-teaching members' details are summarized by the post, joining type, and gender.

7.2.1. Non-teaching staff according to their position

The summary of non-teaching staff at Phulbari Campus shows a total of 3 members. There is 1 male Office Assistant, while the roles of "Other" and Assistant Accountant are held by 2 female staff. There is no representation from other gender categories.

Table 158. Non-teaching staffs according to their position

S.No.	Position	Male	Female	Others	Total
1	Other	2	0	0	2
2	Ass. Accountant	1	0	0	1
	Grand Total	3	0	0	3

7.2.2. Non-teaching staff by Section

The given table presents the distribution of non-teaching staff at Phulbari Campus, revealing a total of three personnel across different administrative roles. Specifically, there is one Office Assistant, one Assistant Accountant, and one staff member.

Table 16. Non-teaching staff by Section

S.No.	Section	Male	Female	Others	Total
1	Account	1	0	0	1
2	Administrative	1	0	0	1
3	Library	0	0	0	0
4	Security	1	0	0	1
	Grand Total	3	0	0	3

7.2.3. Total number of non-teaching staff by ethnicity and gender

The table below given Table illustrates the composition of non-teaching staff at Phulbari Campus based on ethnicity, gender, and employment type. The data shows that all three non-teaching staff members are employed on a contract basis, with no permanent, temporary, or part-time staff recorded. Among them, two individuals belong to the Chhetri ethnic group, comprising one male and one female, and one individual is a Brahman female. There are no staff members identified under the "Others" category across any employment type or gender. This

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data reflects a small, contract-based non-teaching workforce with limited ethnic and gender diversity.

Table 17. Total number of Non-teaching Staff by ethnicity and gender

Ethnicity	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Tharu	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3

7.2.4. Total no. of non-teaching staff by position, job type, and gender

There are 3 Non-teaching staff in the phulbari Campus. Table 19 presents the distribution of non-teaching staff by position, job type, and gender.

Position	Permanent				Temporary				Contract				Part-Time				Grand Total
	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
Other	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Ass. Accountant	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1

Table 18: Total number of Non-teaching Staff by position, Job Type and gender

It shows that there are no permanent, temporary, or part-time non-teaching staff members across any gender categories. All three staff members one Office Assistant, one in the "Other" category, and one Assistant Accountant are employed on a contract basis, with two being female and one male. This brings the total number of non-teaching staff to three, all under contract employment.

Section 9: Student-Teacher Ratios

8. About Student-Teacher Ratios

The **student-teacher ratio** is a metric used to measure the number of students assigned to each teacher in a college. It gives an idea of the average class size and how much individual attention a student might receive. Lower ratios usually indicate smaller class sizes, allowing for more personalized instruction and Higher ratios might suggest crowded classrooms, which can impact learning quality. The standard formula of the student-teacher ratio is as below:

$$\text{Student-Teacher Ratio} = \frac{\text{Number of Students}}{\text{Number of Teachers}}$$

The sStudent-teacher ratio is a key indicator that reflects the level of attention and support students may receive in an educational setting.

8.1. Student-Teacher Ratios on Campus

In the given data, the Faculty of Education has 8 teachers and 163 students, resulting in a ratio of approximately 20.38 students per teacher. This suggests a fairly balanced

distribution, where each teacher is responsible for around 20 students, allowing for manageable class sizes and the potential for more personalized instruction. Similarly, the Faculty of Management, with 4 teachers and 81 students, shows a slightly higher ratio of 21.25, indicating a similar level of instructional support.

Table 19: Student-Teacher Ratios in the Campus

S. No.	Faculty of the Teacher	Total no. of Teachers	Total no. of Students	Ratio (student/ teacher)
1	Education	13	172	13.23
3	Management	8	103	12.875

Sources: HEMIS 2081/082

Overall, the ratios in Education and Management are within a reasonable range, which may contribute positively to the quality of teaching and learning experiences. Maintaining a student-teacher ratio around 20:1 is often considered ideal for fostering effective communication, engagement, and academic success.

Section 10: Recent Trends (Enrollment, Graduates, Pass Rates, and Financing)
### 9. Student Enrollment Trends

The student enrollment trend at Phulbari Campus from fiscal year 2077/078 to 2081/082 shows a general decline followed by a slight recovery. Total student enrollment decreased from 62 in 2077/078 to a low of 39 in 2079/080, then gradually rose to 43 by 2081/082. Female student enrollment followed a similar trend, dropping from 50 to 28, then slightly increasing to 31. Male enrollment remained relatively stable, fluctuating slightly between 11 and 15 students across the years. Overall, while enrollment dipped in the middle years, the recent trend suggests a modest improvement in student numbers.

9.1.Student Graduates Trends

Here is a graph for the Graduation trends display as a statistical summary but the graduation data are not updated yet in the HEMIS. So, The report is empty. The graphs shows the value of the 2077/078 to 2081/082.

Figure 6: Graduation trends
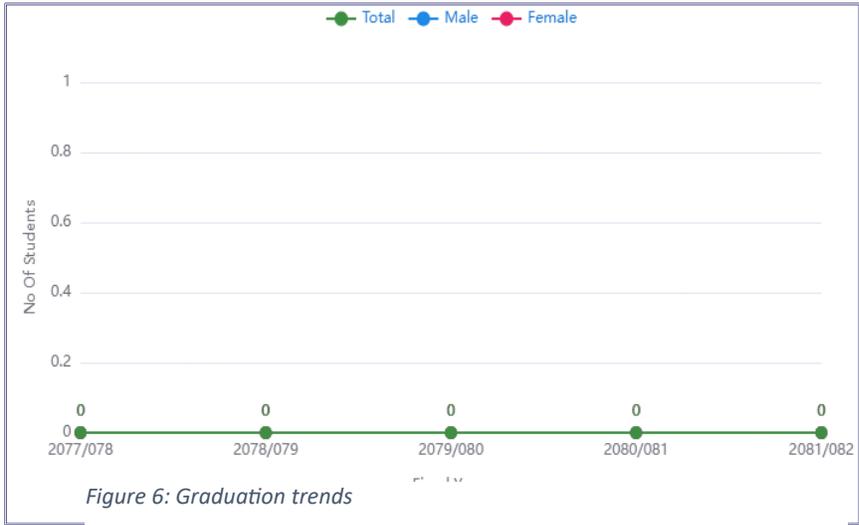
Section 11: Annex Summary

10.Enrollment by Level, Faculty, Program, Gender and caste ethnicity

Phulbari Campus currently offers bachelor-level education through two main faculties: Management and Education. A total of **244 students** are enrolled across these programs. The Management faculty runs the **Bachelor in Business Studies (BBS)** program, while the Education faculty offers the **Bachelor in Education (B.Ed)** program.

In the **Management faculty**, there are **81 students** enrolled. Among them, **25 are male** and **56 are female**. The students come from various caste and ethnic backgrounds. Notably, there are **22 Brahman**, **23 Dalit**, **10 Tharu**, **1 Muslim**, and **25 students categorized as Others**. No students from Madhesi, Janajati, or Chhetri communities are enrolled in this faculty.

The **Education faculty** has a larger enrollment, with **163 students** in total. It includes **37 male** and **126 female** students. In terms of caste and ethnicity, this program includes **40 Brahman**, **45 Dalit**, **18 Tharu**, **4 Madhesi**, **2 Chhetri**, and **54 students** from the Others category. There are no Muslim or Janajati students recorded in this faculty.

Overall, the campus has a higher proportion of **female students**, with **182 females** compared to **62 males**. The enrollment data also highlights a diverse student population, with significant representation from the **Brahman**, **Dalit**, **Tharu**, and **Others** categories. The **Tharu** community has one of the highest numbers, especially in the Education program.

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This breakdown illustrates both the gender disparity favoring female enrollment and the broad ethnic diversity present in Phulbari Campus's student body.

S.No.	Program Name	Gender					Ethnicity								
		Male	Female	Others	GPI	Total	Brahman	Dalit	Muslim	Tharu	Janajati	Others	Madhesi	Chhetri	Total
1	Bachelor in Business Studies	42	130	0	3.10	172	27	4	0	0	117	0	5	19	172
2	Bachelor in Education	26	77	0	2.96	103	15	6	1	0	52	0	2	27	103
	Grand Total	68	207	0	3.04	275	42	10	1	0	169	0	7	46	275

11. Students Enrollment by Region (Mountain, Hill and Terai)

The Phulbari Campus HEMIS report indicates that all 244 enrolled bachelor-level students originate exclusively from the Terai region, with no representation from the Mountain or Hill regions

Table 20: Students Enrollment by Region (Mountain, Hill and Terai)

S.No.	Program	Mountain				Hill				Terai				Total
		Male	Female	Other	Total	Male	Female	Other	Total	Male	Female	Other	Total	
1	Bachelor in Business Studies	0	0	0	0	0	0	0	0	42	130	0	172	172
2	Bachelor in Education	0	0	0	0	0	0	0	0	26	77	0	103	103
	Grand Total	0	0	0	0	0	0	0	0	68	207	0	275	275

This concentration may reflect the campus's geographical location and its accessibility to students from the Terai. Notably, female students constitute approximately 74.6% of the total enrollment, highlighting a significant gender disparity favoring female participation. This trend aligns with national data, where the Gender Parity Index (GPI) in higher education is 1.09, indicating higher female enrollment overall. The absence of students from the Mountain and Hill regions underscores the need for targeted outreach and support programs to enhance regional diversity and inclusivity in higher education.